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## Geography

Zonia Baber

One of the chief attributes of a teacher's course of study should be its sectional elasticity. A rigid plan of action may be efficient for the manipulation of inanimate objects, but it is found inadequate in its application to human beings. When a course of study becomes crystallized and fixed, both pupils and teachers are apt to consider that its boundaries encompass all of educational and cultural value; while the wealth of knowledge which lies beyond its restricted limits is seen in distorted perspective.

The necessity of a definite, carefully considered plan of work is paramount, but one which admits of changeable definiteness is to be preferred.

The chance visit of a bird, insect, a strange fruit, or other object brought into the schoolroom, a rain or snow storm, may form the basis of lessons of far more intrinsic value than the regularly planned lessons of the day could afford.

The world has become so small that each morning we cast our eyes over the entire surface of the earth and note its daily changes. The newspapers and magazines have become the universal text in history, geography, and political science, and they have more influence in shaping national and international behavior than we are sometimes willing to admit.

A child's newspaper reading needs often more careful direction than his reading of books. One may put only good books in the way of the reader, while the newspaper parades the evil and the good upon the same page. A teacher may do a great deal in establishing a standard of what news is of worth by daily or weekly reports upon

happenings which are of educative interest.

The movements of the centers of geographic interest cannot be predicted a year in advance; hence any preconceived scheme for teaching geography must be sufficiently elastic to admit of the consideration of those parts of the globe which thrust themselves into the arena of international interest.

The struggle for independence in South Africa has brought the "Dark Continent" so near the American people that the Transvaal, Orange Free State, and Cape Colony are as familiar as the adjoining county.

China has succeeded in holding a world-wide audience breathless for a year, and we find ourselves tracing the behavior of Russia, Great Britain, Germany, France, and the United States, in the Orient, with more concern than the doings of the state Legislature or of Congress.

China is to-day an international laboratory where the progress of civilization of the "enlightened" and "barbarous" (?) nations is being measured and recorded; where the moral and religious character of nations is finding a civil test.

A shrine has been erected there to the supreme god of modern civilization, "Commercial Expansion," on whose altar the Occidental nations vie with each other in the sacredness of their offerings, until self-respect seems about to be sacrificed.

The building of the Isthmian canals; the laying of the new ocean cables; the trans-African telegraph; the expeditions to the Arctic and Antarctic regions, and other scientific explorations; the building of the

trans-Siberian railroad, are all subjects of present vital interest in human progress, and their meaning and importance should not be overlooked in our geographic teaching.

**Pedagogic School:** CHINESE EMPIRE, KOREA, AND JAPAN.

1. CHINESE EMPIRE.

i. Topography of Eastern Asia.

(a) Plateaux: Tibet, Pamir, Gobi.

(b) Mountains: Himalaya, Kuenlun, Altyn, Tagh, Altai, Yablonoï, Khingan, Tsin-ling-Shan.

(c) Plains of China: Origin; use.

(d) Rivers: Yang-tse-Kiang, Hoang-Ho, Si-Kiang, Tamir, Amur.

2. Climate.

(a) Winds; influence of high plateaux; deserts; typhoons.

(b) Rain: Account for summer rains. Influence of fringing islands.

3. Soil.

(a) Loess region: Extent; theories of origin; use; influence on Chinese civilization.

(b) Red earth region: Extent; account for productivity.

(c) Alluvial plain: Formation; agricultural uses.

5. Products.

(a) Agricultural: National standing of farmers; government encouragement; manner of soil cultivation.

(b) Minerals and metals: Extent of coal deposit, gold, silver, jade, copper, etc.

(c) Manufactory: Home manufactories; how carried on; introduction of factories.

6. Cities: Peking, Cheefu, Shanghai, Hong Kong, Canton, Nanking, Hankow. Plan of building cities; pavement; domestic and religious architecture; means of procuring water, light, and heat; transportation facilities in North and South China.

7. Education: Describe a Chinese school. Describe examination in Peking or Canton. Influence of education on government.

8. Present political condition. Boxer movement an incident in the battle between Occident and Orient. Nations interested in political and commercial conditions in China.

History: Short story of China's past.

**Questions:** 1. What constitutes China's greatness?

2. What causes China's weakness?

3. What can the Occident learn from the Orient?

4. Should Russia control Manchuria?

5. What justification is there for England's control of Kowloon, Hong Kong, Wei-hai-wei? Germany's occupation of Kiao Chau? France's claim to Hainan?

6. What was the influence of the Chinese-Japanese war?

7. What do you predict for the future of China.

**References:** Williams, *Middle Kingdom*; Huc, *Chinese Empire and Travels in Tartary, Thibet and China*; Mill, *International Geography*; Stanford's *Compendium of Asia*, Vol. I; Reclus, *Asia*, Vol. II; Holcombe, *The Real Chinaman*; Smith, *Village Life in China*, *Chinese Characteristics*, *Why the Chinese Dislike Foreigners* (Outlook, Vol. LXVII, pp. 216-221, 1901), *Remoter Sources of Troubles in China* (Outlook, Vol. LXVI, pp. 879-883, 1900); *Sources of Trouble in China* (Outlook, Vol. LXVI, pp. 1036-1041, 1900); *Anti-Foreign Crusade in China* (Outlook, Vol. LXVII, pp. 113-118, 1901); E. Reclus, *Vivisection of China* (Atlantic, Vol. LXXXII, 329, 1899); Hart, *China Reconstruction* (Fortnightly, Vol. LXXV, pp. 99-193). See full reading list.

II. KOREA.

1. Position and extent.

2. Coast-line: Numerous islands.

3. Topography: Location and appearance of mountains, Kang-swu Do, volcanoes. Rivers: Han, Yalu, Tai-dong; use to country.

4. Climate: Rain, wind.

5. Products: Cereals, roots, tobacco, cotton, hemp.

6. Cities: Seoul, Fusan, Mokpo, Chemulpo, Won-San. Domestic and religious architecture.

7. People: Appearance, dress, customs.

8. History: Relation to Japan; to China. What is the relation of Russia and Japan to Korea? Which has best claim? How would it benefit Japan if she controlled Korea? If Russia controlled Korea? What advantage would she derive?

Why does England control the revenue of Korea as well as of China?

**References:** Mill, *International Geography*, p. 542; Stanford's *Compendium of Asia*, Vol. I, p. 323; Reclus, *Asia*, Vol. II; Norman, *The Far East*, p. 323; Bishop, *Korea and Her Neighbors*; Griffiths, *Korea, the Hermit Nation*;

Williams, *Middle Kingdom, Korea*; Curzon, *Problems of the Far East*, pp. 85-217.

### III. JAPAN.

1. Extent of islands. Most important islands.
2. Surface: Mountains, volcanoes, short, rapid rivers.
3. Climate: Direction of winds, typhoons. Summer rains; explain.
4. Resources: Mineral: Coal, iron, copper, silver, gold, antimony. Where found?
5. Flora and fauna.
6. Cities: Yokohama, Tokyo, Kobe, Osaka, Kyoto, Nagasaki. Characteristics of domestic architecture. Influence of earthquakes on architecture. Religious architecture; Buddhist and Shinto.
7. Artistic development.

**References:** Rein, *Japan*; Griffis, *Mikado's Empire*; Hearn, *Glimpses of Unfamiliar Japan*;

Mill, *International Geography*, p. 545; Stanford' Vol. I, p. 446; Reclus, *Earth and Its Inhabitants*, Vol. II; Murray, *Handbook for Japan*; Chamberlain, *Things Japanese*; Bird (Mrs. Bishop), *Unbeaten Tracks in Japan*; Scidmore, *Jinrikisha Days*.

Illustrative materials to be used: Photographs, stereopticon views; costumes of Japan, Korea, and China; books used in the schools in China, Japan, and Korea; paintings, written works, and sewing specimens from Japanese schools; specimens illustrating cloisonné-making, lacquer, ceramics, embroidery, tapestry, cabinet specimens, etc.

**Expression:** Model in sand Eastern Asia, including Japan.

Draw in relief Korea, Japan, and China. Draw typical landscapes.

## Art

John Duncan

Antoinette Hollister

Clara Isabel Mitchell

**Geography:** Two lessons a week will be given in the Pedagogic Class in geographic drawing. During this month the class will study the topography of China and Japan, and in our art work we shall try to represent characteristic landscapes of these countries.

The Yang-tse and the Hoang-Ho will be taken as typical rivers, and Fusi-yama, the sacred mountain of Japan, as a typical volcano. The students will familiarize themselves with these regions through the medium of photographs and stereopticon views, and will then express their conceptions upon the blackboard, filling in as much detail as they may command.

We shall also picture the fields of rice, and tea and cotton plantations, showing the processes of culture and manufacture.

Problems of technique will come up in the difficulties of drawing, and will be considered as they present themselves. The questions of light and shade, perspective,

and the rendering of textures, will be informally discussed.

Beginners are apt to fall short in rendering the surfaces of things, and the only method of correcting the general appearance of wooliness in a drawing is to demand that the student focus the subject-matter more sharply in consciousness, for it is by stronger imaging of the rocks, alluvial soil, vegetation, and water that they assume their individual qualities and textures.

The method of work of the students of the Pedagogic Class will necessarily differ from that of little children. Older people are conscious of limitation and of the medium of expression. For example, children are not early troubled by questions of perspective. For a long time they are contented to draw things, not as they see them, but as they know them to be.

It is difficult for children to distinguish between their tactile and their visual